DOCUMENT RESUME

ED 415 878 IR 056 848

AUTHOR	Maravilla, Virginia
TITLE	Lowell Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
INSTITUTION	Lowell Public Library, IN.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE	1993-12-29
NOTE	55p.
CONTRACT	R167A20153
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adult Basic Education; Adult Learning; *Adult Literacy; Adult Students; English (Second Language); Family Literacy; Federal Programs; Grants; Library Instruction; Library Role; Library Services; Limited English Speaking; *Literacy Education; Mathematics Skills; Migrant Adult Education; *Partnerships in Education; Public Libraries; Second Language Instruction; Student Recruitment; Tutoring; Tutors; Volunteer Training; Volunteers
IDENTIFIERS	Library Services and Construction Act; Tutor Training

ABSTRACT

The Lowell Public Library (Indiana) Adult Literacy Program expanded literacy efforts of the library and its volunteer tutors by increasing the program enrollment numbers of the functionally illiterate English-speaking, English as a Second Language (ESL), migrant workers, and Basic Math students; assisted students in achieving their stated goals in reading, writing, and speaking English; improved students' basic math skills; and taught students to use the resources of the library. The project served a community of 10,000-25,000 people. Tutoring using the Literacy Volunteers of America (LVA) method was done one-on-one and in small groups. Volunteers expanded their tutoring efforts to include entire families. The program focused on partnership building within the community and with adjacent programs that serve low-level adult readers and their families. Partnerships with local industry continue to serve workplace literacy needs within the community. Attachments include lists of materials purchased, news articles, certificate of membership in the Northwest Indiana Literacy Coalition, Inc., literacy coordinator's monthly reports, promotional materials, tutor monthly reports, program brochure, and literacy newsletters. (SWC)

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Lowell Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

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LOWELL PUBLIC LIBRARY, IN

FINAL PERFORMANCE REPORT

FOR

LIBRARY SERVICES AND CONSTRUCTION ACT

TITLE VI

LIBRARY LITERACY PROGRAM

CFDA NO. 84-167

GRANT NO. R167A20153

DECEMBER 29, 1993

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
_X_ between 10,000 - 25,000
___ between 25,000 - 50,000
___ between 50,000 - 100,000
___ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

_X_ Recruitment
_X_ Retention
___ Space Renovation
___ Coalition Building
_X_ Public Awareness
_X_ Training
_X_ Rural Oriented
_X_ Basic Literacy
_X_ Other (describe) Migrant
_X_ Collection Development
_X_ Tutoring
_X_ Computer Assisted
___ Other Technology
___ Employment Oriented
___ Intergenerational/Family
_X_ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
___ Learning Disabled
___ Mentally Disabled
___ Workforce/Workplace
___ Inmates of Correctional Institutions
___ Other (describe) _____
___ Homebound
___ Seniors/Older Citizens
_X_ Migrant Workers
___ Indian Tribes
___ Intergenerational/Families
_X_ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

___ Laubach _X_ LVA ___ Michigan Method
___ Orton-Gillingham ___ Other (describe)

5. If this project involved tutoring, how was it provided? (check as many as applicable)

X one-to-one tutoring X small group instruction
___classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? X yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

The READ test is used as the standard student assessment and placement tool. Every 3-6 months students are retested to monitor progress. Results of these tests are kept as student records and can be used for comparative study. Advancements were recorded for many students in the program. A sampling of actual reports sent in by tutors have been included. Last names have been omitted.

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? X yes ___no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

A Tutor's Monthly Report is completed and returned to the coordinator each month. (Exhibit XV-Tutor's Monthly Report) This report lists hours met, materials used, reading advancement, and goals achieved. This report is kept in the student file. Upon exiting the program a Literacy Project Tutor/Student Survey is completed and reviewed. (Exhibit XVI)

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

X bibliography
___ curriculum guide
___ training manual
X public relations audiovisual
___ training audiovisual
X recruitment brochure
___ resource directory
___ evaluation report
___ survey
X newsletter(s)
___ other (describe)
News release
Radio spots

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8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 44
Of those served, how many received direct tutoring service? All
How many hours of direct tutoring service did they receive? 779 1/2
How many new volunteer tutors were trained? 13
How many current volunteer tutors received additional training? 12
How many volunteer tutors (total) were involved? 39
How many non-tutor volunteers were recruited? 68 (explanation below)
How many service hours were provided by non-tutors? 22
How many librarians were oriented to literacy methods, materials, and students? 1
How many trainers of tutors were trained? 0

In January 1993, 68 Girl Scouts participated in a literacy campaign promoting the "Joy Of Reading". Each produced a poster displayed throughout the community and in the library. All participants earned points toward a literacy merit badge sponsored by the Girl Scouts of America.

Part III: Narrative Report -See Attached

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken – e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

PART I. GENERAL INFORMATION

1. Lowell Public Library, 1505 E. Commercial Ave., Lowell, IN 46356
2. Mrs. Virginia Maravilla, Director: (phone (219) 696-7704)
3. Grant No. R167A 20153

PART II.

The overall objectives of the Lowell Public Library's Adult Literacy Program are to expand literacy efforts of the Lowell Public Library and its volunteer tutors by increasing the number of functionally illiterate English speaking, ESL (including migrant) and Basic Math students enrolled in the program; and to assist student to achieve their stated goals in reading, writing and speaking English, to improve their basic math skills, and learn to use the resources of the library.

OBJECTIVE I: Recruit at least 40 English speaking students between October 1, 1992 and September 30, 1993 and match them with tutors who will assist them to reach their goals.

RESULTS: Seven new English speaking students were recruited and matched with trained tutors. Six students achieved their desired goal. Student recruitment numbers were fewer than anticipated. It was concluded that the goal of 40 was too ambitious. The number of English speaking students participating in the program fell by one from the previous year when eight students were enrolled.

OBJECTIVE II: Recruit at least 29 ESL students (including 25 migrants) between October 1, 1992 and September 30, 1993 and match them with tutors who will assist them in achieving their goals of advancing their English reading, writing and speaking skills.

RESULTS: Twenty-six ESL and migrant students were recruited and matched with trained tutors. Eleven students achieved their goals, an increase of one from the previous year when ten students participated in the program.

Tutoring assistance expanded to include entire families and friends. Tutors took their tutoring efforts to the classroom when schools requested assistance with students unable to communicate in the English language. Literacy materials for ESL families were added to the library literacy collection for use by tutors and students.

Migrant tutoring became a joint effort when the library combined tutoring with the Baptist Church of Cedar Lake at a newly formed Hispanic center in the community of Schneider. Two tutors volunteered at the Center while two tutors and their returning students remained on the farm for tutoring. The new unfamiliar location resulted in fewer students than in past migrant seasons. As the season came to a close, workers requested a return to tutoring on the farm in future years.

OBJECTIVE III: Recruit at least 10 students who need to improve basic math skills between October 1, 1992 and September 30, 1993 and match them with tutors who will assist them in reaching their goals.

RESULTS: Two students were assisted solely as math students. Seven ESL students were assisted with math skills while learning survival English. Tutors worked with students on buying practices, banking and the currency exchange, and weights and measures. This allowed three of the six students to open saving accounts and assisted four additional students with shopping, food preparation through recipes, and an understanding of work related figures such as restaurant orders and pricing.

OBJECTIVE IV: Recruit and train at least 70 new tutors ... 40 for Basic English, 20 for the ESL and Migrant program, and 10 for basic math tutoring, between October 1, 1992 and September 30, 1993.

RESULTS: Eight English tutors, five ESL and migrant tutors, and two math tutors were trained. Fewer students were recruited requiring a smaller number of tutors. The program also retained many of the tutors recruited in the previous year. Twelve existing tutors received additional training allowing placement with ESL, Basic English, or Math students. This resource of tutors made further recruitment unnecessary.

OBJECTIVE V: Provide support, training and reinforcement for literacy tutors to improve the quality of the tutoring given to all students.

RESULTS: Six training workshops were provided this grant year. (2 English, 1 ESL/Migrant, 1 computer software, a READ Indiana, and a learning disability) Tutor meetings were held bimonthly to share information on new materials, to learn how to operate new computer programs, and to discuss program and student needs. Many of the volunteers in our program hold full time jobs and have busy families. It is dufficult for them to attend meetngs. For those individuals, the coordinator held one-on-one training and information sharing sessions. A phonics training workshop was conducted for tutors. They were instructed in the use of Intensive Phonics written materials and computer program. Bimonthly tutor newsletters were mailed with sample study plans, program up-dates, and training dates. The Literacy Coordinator attended bimonthly meetings of the Northwest Indiana Literacy Coalition to gather and share information, materials, and to collectively address literacy program needs in northwest Indiana.

OBJECTIVE VI: Administer diagnostic testing for students with suspected learning disabilities and provide appropriate training to tutors of these students.

RESULTS: In March, thirteen people attended our special learning disability seminar conducted by Purdue University's Professor Judith Smith ,a trained learning disability specialist. Judith shared the experiences of a learning disabled student and recommended teaching methods. Resources for diagnostic testing were supplied. Testing costs proved prohibitive in those students who needed testing. A resource for free testing has yet to be

found. Tutors response has been very positive to the wokshop. The seminar raised the consciousness of tutors to determine learning disablilities and provided techniques to be use with LD students. The program continues to pursue strategies and resources that will assist tutors and students with the special needs of the learning disabled.

OBJECTIVE VII: Increase the number, variety and quality of supplementary literacy materials available to tutors and students.

RESULTS: Accomplished (see expenditures)

OBJECTIVE VIII: Increase awareness of the library's resources among tutors and students.

RESULTS: Tutors work with the coordinator both one-on-one and at bi-monthly meetings to become familiar with new materials and where they are located. Tutors and students are given library tours as they enter the program. Any requests for additional assistance in selecting or locating materials are handled by the library staff.

OBJECTIVE IX: Organize, orient, and develop an Adult Literacy Advisory Board by November 15, 1992.

RESULTS: The Literacy Advisory Board was formed in December and began meeting bi-monthly in February 1993. Representatives of the library board , social services, town board, local industry, school corporation, teaching staff, and the media comprise the Literacy Advisory Board. Members of the board meet to discuss program needs, brainstorm, and develop recruiting methods for tutors and students. In the first year of meetings, the advisory board has proven instrumental in the development of new working relationships. Proof of this came when a local Head Start program requested the assistance of the library literacy program in the development of a parent/child interactive workshop fostering the love of reading. Head Start also arranged library tours for parents

and children. The partnership with Globe Industries Skills Enhancement Team resulted in the Governor's Partnership of the Year Recognition Award for their active literacy incentive program. Two Globe employees were tutored by volunteers in this grant year and continue to be a part of our program.

COMMENTS:

1. The number of ESL students participating in the literacy program grew by a small margin in the 1992 grant year while the Basic English students participating decreased by one. Growth was more gradual than anticipated but expanded into new areas of involvement. Volunteers expanded their tutoring efforts to include entire families. Hispanic families with school age children joined the program and sought additional assistance in life skills and school readiness. At the request of the local teachers, volunteers came to the classroom to assist English-As-A-Second-Language development.

The program focused on partnership building within the community and with adjacent programs that serve low level adult readers and their families. New working relationships with the Head Start program have become an avenue for family literacy projects that will be instituted in the 1993 grant year. Partnerships with local industry continue to serve workplace literacy needs within the community.

Training workshops were conducted throughout the year. Twelve trained volunteers received additional training in order to better serve incoming students with English or ESL needs. The literacy coordinator has built a reputation of good rapport between students, volunteers, and the library-operated literacy program. Tutors play active roles in assessing program needs and by offering additional time to the students and special projects when the need arises. Volunteers and students find the library friendly , familiar, and non-threatening.

The migrant portion of our program formed a collective volunteer effort with a church operated Hispanic center within the library district. Tutors were pooled together to serve migrant workers from local and surrounding farming operations. With a larger number of

volunteers to assist workers, they were able to provide individualized tutoring to the workers. Workers were unfamiliar with and unsure of the new location, resulting in fewer students tutored . As the season came to a close, workers attending the Center requested a return to tutoring on the farm in up-coming seasons.

2. Several changes were made in the appropriations. Fewer travel miles were needed for travel to library branches . The library's dispatch allowed the transfer of literacy materials to and from those locations. Fewer long distance phone calls were made than first anticipated. Insurance was provided through the library. Consulting fees were forgone by guest speakers who graciously donated their time.

Additional moneys were transferred to cover the increasing costs of computers, electronic equipment, and educational software.

EXPENDITURES

	Proposed	Actual
Salary & Wages	$15,251.00	$13,979.24
Fringe Benefits	1,167.00	1,069.39
Supplies/Furniture--Equipment	4,375.00	8,322.88
Phone	800.00	78.36
Travel	1,350.00	457.06
Postage	584.00	584.00
Printing/Advertising	1,500.00	1,277.70
Insurance	125.00	0.00
Consulting Fees	1,065.00	170.00
Books	3,300.00	2,906.05
Periodicals	100.00	89.06
Non-Print	5,095.00	5,778.26
Total	$34,712.00	$34,712.00

3. Special workshops were conducted for the continued training of volunteers. An Intensive Phonics material and software workshop held October 10th taught tutors easy to apply phonetic rules. Volunteers also received hands on computer training in the use of Intensive Phonics software.

The literacy program provided a learning disability workshop that took tutors through diagnostic testing , teaching methods, and materials suggestions for working with a learning disabled adult. Tutors found the workshop most beneficial and expressed a desire for future LD training. This workshop was conducted March 15,1993.

In June of 1993, Indiana's First Lady Susan Bayh began a literacy project that promised recruitment of both students and volunteers through a state wide 800 number. The project, entitled READ INDIANA, supplied materials free of charge to libraries who trained tutors and became a site locations. The materials called Gateway Paths to Learning , were developed by Phillip Morris. The library became a site location for READ INDIANA training in August after the literacy coordinator attended a training session . New recruits, board members and previously trained volunteers attended the two day workshop held August 27 & 28. This training asks volunteers to commit to 20 hours with a student. In that time, students develops a portfolio of success and future educational planning. This is largely a self -esteem building program beneficial to new learners. Tutors who are unsure of the commitment to a volunteer effort can sample tutoring with a minimum of 20 hours with a student.

Three Literacy Volunteers of America workshops for English and ESL training were conducted April 5 & 6, May 11 & 12, and October 15 & 16 of 1993.

The library literacy program expanded its material resources by adding a family literacy selection for both English and ESL students. This was developed at the urging of volunteers working with ESL children in family environments. Contemporary Books' "Stories for Parents" & "Lets Read Together"; Pro Lingua's "Families: 10 Card Games for

language learners"; Discovery Trail's " The World of Learning Educational Board Games"; and " The New Read-Aloud Handbook" are but a few of the new family literacy materials added to our collection.

New language videos and cassettes have been added for use by ESL students with an interest in expanding language development while working independently. A book for younger ESL students about survival English for school was also purchased.

Additional computer programs to enhance the written materials of "Laubach Way To Reading" series has been installed for English students. The literacy program has purchased the second level of software for the Intensive Phonics program. This is for application of phonetic rules taught in the previously purchased level one. A second computer was also equipped with both of the above mentioned programs.

To offer better computer availability, a new computer was purchased. Accompanying computer programs were also installed.

Additional learning videos that develop phonetic and reading skills were purchased. Motivational and program development videos for viewing by tutors and community organization contacts were also purchased including a video that allows insight into the world of the learning disabled.

4. The library has long served its community in numerous ways that extend far beyond books. Libraries have become a community center for interesting programs for children and adults, gathering places for family and friends, and a warm welcome place for new residents. Tutors and students find the library a pleasant, safe place for learning and a wonderful source of support and resources. The expanding ESL population of our community who visit the library for tutoring have found the environment familiar and non-threatening. The library also offers access to technology (computers, TV/VCRs, audio cassette players) and materials students may not have available to them in their homes. Due to greater attention and expanded public relations, libraries are becoming a commonly

recognized place of operation for literacy programs. This increases the recruitment of both students and volunteers who have a desire to learn and teach.

5. The Literacy Advisory Board that was formed in December has been a great source of program assistance. They bring with them a variety of community representation and a wealth of new contacts and perspectives. They have been instrumental in the development of improved communication between local school and social service agencies. We have come to rely on them as active partners willing to work hard to better cooperative community efforts and to seek out potential students and volunteers.

In January, sixty-eight young Girl Scouts were sponsored by the Lowell Public Library in a poster competition promoting the "Joy of Reading" . The scouts have chosen to be literacy partners in future activities. Participating scouts will earn a literacy merit badge sponsored by the Girl Scouts of America.

New working relationships were developed between the school system and the literacy program. The high school principal and the at-risk coordinator have become members of the literacy advisory board. Their participation has helped to identify potential at-risk young people, 16 year olds and older, who can benefit from tutoring assistance. This year the program was called upon to provide ESL tutors to assist parents of young Hispanic children that sought enrollment in the school system. Tutors traveled to the school to offer in-class and after school language development. Tutors also worked with the students and their families throughout the summer.

The Head Start program also is represented on the literacy advisory board. This has spawned a developing family literacy program that will begin in October with a pilot program for mothers and pre-school age children.

The library continues to work closely with GED programs in the community and with surrounding literacy providers.

6. Current locations involved with the literacy efforts provided by the Lowell Public

Library are as follows:

Lowell Public Library
1505 E. Commercial Ave.
Lowell, IN 46356

Shelby Branch of the Lowell Public Library
23311 Shelby Road
Shelby, IN 46377

Schneider Branch of the Lowell Public Library
24002 Parrish Avenue
Schneider, IN 46376

Lowell Adult Learning Center
151 North Fremont Street
Lowell, IN 46356

7. The provision of grant moneys provide for the employment of a part-time coordinator and a clerk solely devoted to decreasing the number of illiterate adults in our library district. In the past when funding was not available, library staff took on dual roles as both library worker and literacy coordinator. Valuable time was not available for program development, tutor and student support, and material development. Recruitment and training efforts were greatly reduced.

The grant has allowed the expansion of literacy cooperative efforts that are proving a great success. Expansion of programs provided to potential new audiences require materials, volunteers, and countless development hours to ensure success both now and in the future.

The cost of computers and the reading program software continues to escalate. Students must have basic knowledge of such technology to thrive in our evolving work world. Computers also best serve the needs of the learning disabled and have helped to alleviate the stigmas that continue to be tied to those with low level reading skills.

As the number of illiterate adults continues to mount and the problems of family literacy are addressed, the need for funding continues to be vital. Our program would face an uncertain future without the continual recruitment of volunteer and students, the sole dedication and devotion a part-time literacy coordinator can provide, and the availability of materials for volunteers and students.

Materials Purchases From October 1, 1992- September 30, 1993

1. Reader's Digest (Spanish Edition)
2. Centos Y Novelas(Spanish)
3. Abismo (Spanish)
4. Jane Eyre (Spanish)
5. Promeso (Spanish)
6. Misery (Spanish)
7. Exploradores (Spanish)
8. Iacocca (Spanish)
9. Juan Cartlos (Spanish)
10. Futbol (Spanish)
11. Sagrada Biblia (Spanish)
12. Donde Estaa (Spanish)
13. Libro/Mil Palabras (Spanish)
14. HEC Software-Intensive Phonics Mastery Drill & Practice
15. Read English Today (Video)
16. Basic Phonics (Video)
17. Wordmaker I (Video)
18. Workmaker II (Video)
19. When Words Don't Mean A Thing (Video)
10. Drop Everything And Read (Video)
11. Help Yourself Kaleidoscope Books (Books & Cassettes)
12. The Sundown Fiction Collection
13. Stormy Nights
14. ESL Life Prints: Kit containing books, teachers resource, and audio cassettes
15. The Healing Gift of Reading (Cassettes & Books)
16. The Addison Wesley Picture Dictionary
17. Picture Dictionary Skills Books
18. Let's Learn English Picture Dictionary
19. Language Flip Posters
20. English Teachers Guide
21. Crossroads ESL Multilevel Activities Kit
22. Departures ESL (Workbooks, Teachers Edition)
23. HBJ New Readers Collection
24. ESL Look At The USA
25. ESL Choices
26. Essential Life Skills
27. I Can Read It At Last

28. What's Whole In Whole Language?
29. Special Reading Problems
30. Adult Education ESL Selectors Guide
31. Notes For Tutors
32. ESL American Holidays
33. ESL Games
34. ESL Discovery Trail
35. Lexicarry
36. ESL Money
37. Getting A Fix On Vocabulary
38. Function Flash Cards
39. Project Star Software
40. Close To Home (video)
41. Working With Work Patterns
42. Puzzles Plus
43. Open Doors For Adult New Readers
44. Culturgrams
45. Learning Disabilities Digest For Literacy Providers
46. Instructional Media "You Can Read!"
47. English For Emergencies
48. Basic & Intermediate English (video)
49. LD How Difficult Can This Be (video)
50 News For You (newspaper)
51. Reading Horizons Intensive Phonics Courseware
52. Ingles Facil Para Todos
53. Ingles Para La Meiyer

(Publicity)

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Scouts Help Literacy

Lowell Tribune
Jan 20, 1993

Scouts Tout Reading

'The Joy Of Reading' was the theme of the poster contest sponsored by the Lowell Neighborhood Girl Scouts and the Lowell Public Library. Displayed throughout the town and the library are 68 entries, and winners from seven local Brownie and Daisy troops last week received books, tote bags, pens, candy and bookmarks, along with certificates: Rachel Wielgos, second place among Brownies; Ashley Tadsen, third place among Brownies; Natalina, second place among Daisies; Jennifer Lindemer, first place among Brownies; Vicky Hathaway, third place among Daisies, and Melissa Klahn, first place among Daisies, pictured with the library's Literacy Coordinator, Susie Dokuill.

LCPL Foundation Appoints New Officers

The Lake County Public Library Foundation announced its new officers for 1993 at a meeting Jan. 11.

Marti Ross will serve as president, Nancy Rudy as vice president, Michael Spiccia as secretary and Michael McIntyre as treasurer.

The Lake County Public Library Foundation, an independent, non-profit organization, was established by leaders of the community to provide a continuing source of income for the Lake County Public Library System. Various Foundation fundraisers, such as the Celebrity/Silent Auction and Read-A-Thon, raise funds for the purchase of new books, magazines, films and other library mater-

LAKE HOLIDAY MANOR
"Where Life Has Meaning"
95 beds which are certified by Medicaid, also 16 residential apts.
Approved by the State Board of Health
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Good Works
Women at Work

Lowell Library Literacy Program

by Stephen Parfenoff
and Ruth Lewis

Something special happens in Lowell every summer. By late May Latin American farm workers begin arriving for the growing season. By June local literacy volunteers are also out on the farms every Sunday.

Susie Dokulil is coordinator of the Lowell Public Library Literacy Program. She says that Abe Morales of VISTA (the domestic peace corps) and Reverend Gordon Small contacted the library in 1989. At that time the library operated a two-year old tutoring program for basic English reading skills and English as a second language (ESL).

Morales and Small had identified a need for migrant workers to attain basic skills for functioning in our society, and they wondered whether the library was interested in expanding its tutoring program. It was and did.

This summer two dozen volunteers tutored a comparable number of farm workers, some of them at the Little farm and others at Centro-Hispano, an agency run by the Cedar Lake Baptist Church, in Schneider. They learn to read signs, use U.S. currency and acquire basic English vocabulary.

"The volunteers are the real heroes," says Dokulil. "They contribute all of their time and more free of charge."

Volunteers are recruited by the library and then trained through Literacy Volunteers of America (LVA). LVA sends a trainer to the library three times per year to conduct two-day workshops. Volunteers learn methods for teaching reading, speaking and writing English, as well as basic math skills. Farm worker tutors receive instruction in a customized version of ESL, one that emphasizes English survival skills.

Dokulil says the same workers return every year - as do the tutors. As a result, many of the volunteers and workers develop personal relationships. Dorothy Tortorici, an especially dedicated volunteer, helped a relative of one of her students study for and pass the citizenship test. The new citizen is now living in Chicago.

Depending on the season and the crop, farm workers spend as much as six months away from home and their immediate families every year. Some of them are lucky enough to have relatives living in Indiana or Illinois. The library staff and volunteers further assist them by providing clothing, blankets, and legal counsel; and taking them on a shopping spree at the end of the summer. Through this collection of services, the farm workers are provided with a surrogate extended family for the duration of their residency in Indiana.

Survival English is one of several literacy programs provided by the Lowell Public Library. They also continue to offer tutoring in basic reading skills and ESL. The U.S. Department of Education recently awarded the library a $35,000 grant to underwrite the program. With an estimated 13-33% of the adult U.S. population reading below a fifth grade level, programs such as Lowell's are sorely needed.

As a matter of fact, Lowell Library is expanding its services. Next month it will begin a pilot family literacy program, in conjunction with Head Start, entitled, *Parents: The Child's First Teachers*. It's hoped that this interactive program will generate high interest in reading and learning for both parents and their children.

For more information about any of the Lowell Public Library literacy programs, please contact Susie Dokulil at 219/696-7704. 8

Local Literacy Programs

- **Illinois Migrant Council**
- Chicago - 312/663-1522
- Chicago Heights - 708/756-1500
- **Literacy Volunteers of America**
- Chicago Heights - 708/754-1771
- Gary (Du Bois Branch of Gary Public Library) - 219/882-2744
- **Lowell Public Library Literacy Program** - 219/696-7707
- **Northwest Indiana Literacy Coalition** (Lake County Public Library) - 219/769-3541 or 800/348-7798

(Publicity)

FARM NEWS

March 3, 1993

Pilcher Publishing Co.

Golden Anniversary Open House Planned

Paul and Helen Clark

Paul and Helen Clark of Lafayette, formerly of Lowell, will celebrate their 50th wedding anniversary on Sun., Mar. 14, with an Open House at the Rush Pavillion, 1915 Scott St., in Lafayette. Friends and relatives are invited.

The couple were married Mar. 10, 1943, in Covington.

Paul is retired after 25 years with Western and Southern Life Ins. Co.

The couple, who reside at 4112 Westwind Dr., Lafayette, Ind. 47905, have two sons, Rex of Highland and Mark of Lafayette, and two daughters, Lana Melton and Mary Stone of Lafayette. They also have ten grandchildren, five step grandchildren and two great granddaughters.

They request no gifts.

New Books Geared For Easy Reading

The Adult Literacy Program located at the Lowell Public Library has recently developed a collection of easy-to-read books for the adult reader.

The collection, which includes both fiction and non-fiction, deals with a variety of topics of current interest to adults, but used a simple, limited vocabulary.

"News For You", for example, is a weekly newspaper that is written with the new reader in mind. A new smaller collection of Spanish language materials has also been added.

Due to limited shelving space, the Adult New Reader collection is housed near the literacy computers. The library staff will gladly assist those interested. Adults wishing to improve their reading, writing, or math skills can obtain free, one-on-one tutoring. Video and computer self-study programs can also be set up for the student whose schedule doesn't allow for regular tutoring sessions.

With assistance from the coordinator, individuals can work independently at a time of their own choosing. Stop by or phone 696-7707 to set up an appointment, and get started on a path of lifelong reading.

'Dinosaurs' At Craft Corner

There is lots of fun in store for youngsters atteding the monthly Craft Corner at the Lowell Public Library and its Schneider Branch this month. Youngsters love dinosaurs, and pre-schoolers will have lots of fun making a fierce-looking dinosaur hat at Craft Corner. School-age children will create dinosaur pictures.

The schedule is:

Lowell - Thurs., Mar. 4 pre-schoolers at 10 a.m. and school-age at 3 p.m.

Schneider - Thurs., Mar. 11 both crafts at 3:30 p.m.

Kramer Earns Scholarship

Culver-Stockton College has announced the winners of its 1993 Pillars for Ex- "ence Scholarship com- ition.

Sixteen outstanding high school seniors were awarded Pillars for Excellence [illegible] including ver-Stockton. These winners were chosen from a field of 125 students who competed for the award Jan. 30.

Students qualified to compete for the scholarships by meeting two of three criteria: a 3.6 GPA [illegible] a 27 ACT or [illegible]

Cal College Gives Degrees

Baccalaureate degrees have been awarded to 31 students at Calumet College of Saint Joseph, Academic Dean Nancy Harvey has announced.

Also, eight students have been awarded associate degrees and two students have received certi- [illegible] ercises in May, along with those students anticipating graduation in July.

Local graduates are:

Baccalaureate Degrees

Crown Point - Michele R. Wadkins, B.S. Organization Management with distinction.

Lowell - Carole Ruth [illegible]

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(Publicity)

...93 09:27 ☎7366411 002

Z-107 FM

WZVN 107.1 FM

(219) 738-1730—696-7731
8105 Georgia, Merrillville, IN 46410

Agreement between LOWELL PUBLIC LIBRARY called "Adverstiser" and Radio Station WZVN-FM.

3/4/93 Date
14X:30 Commercials
7:20 IN Total Newscasts/ Programs
Co-op
$34/$28 Cost Per Commercial
$416.00 Total Investment
4/5/93 Start Date
4/23/93 End Date

SCHEDULE								
LENGTH	TIME	DAYS OF THE WEEK						
		MON.	TUES.	WED.	THUR.	FRI.	SAT.	SUN.
:30	7:20a IN Total			1	1			
:30	6-10a	1	1			1		
:30	3-7p		1		1			

TERMS: Due 10 days after receipt of invoice.

First Payment Due APRIL '93

Advertiser LOWELL PUBLIC LIBRARY
(LITERACY PROGRAM)

Agency

By X

Title SUSE DOKULIL

Address 250 N. FREMONT ST.

City LOWELL

State/Zip IN 46356 Phone 696-7704
(FAX) 696-7730

RADIO STATION WZVN-FM

(4) 7:20 IN Total
(10) M-F 6-10a/3-7p

Bi-annual Sch 3 wks

Accepted by

Account Executive

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This Agreement is subject to the terms of licenses held by Station and is subject also to all laws and regulations now in force, or which may be enacted in the future, including the Rules and Regulations of the Federal Communications Commission. Failure of Station or Advertiser to enforce any of the provisions herein shall not be construed as a general relinquishment or waiver as to that or any provision.

All charges shall be due and payable on or before the last day of the month following the date on which the broadcast was performed. Advertiser agrees to pay interest on all charges not paid when due, at the rate of 1½% per month which corresponds to an annual rate of 18%, from and after the due date thereof until paid. Station may cancel this Agreement at any time upon default by Advertiser in the payment of bills or other material breach on the part of Advertiser, and upon such cancellation all broadcasting done hereunder and not paid, shall become immediately due and payable. Advertiser may cancel this Agreement upon two weeks notice in writing. In that event, or by reason of default or breach, Advertiser agrees to pay the earned rate for advertising used under this Agreement. In the event Station has to take legal action against Advertiser, Advertiser will pay all legal fees and costs incurred to enforce this agreement.

WZVN reserves the right upon 30 days notice, by mail, to change the rates herein listed. Advertiser reserves the right to accept such changes of rate, or in the event of a rate increase, to cancel Agreement without rate adjustment provided cancellation is delivered in writing to WZVN within the 30 days notice period. A continuance of advertising after the new rates go into effect will constitute acceptance of them and all other terms of this Agreement.

This Agreement shall automatically renew itself for a period identical to the original term of this Agreement unless either Advertiser or WZVN gives notice in writing not less than 30 days prior to expiration of this Agreement.

This Agreement is binding upon Advertiser, its successors, heirs or assigns, and contains all of the terms of the Agreement between the parties hereto.

24

0771A

NUMBER

43

3 copies
2 filed

CERTIFICATE OF MEMBERSHIP

Incorporated under the Laws
of the State of Indiana

NORTHWEST INDIANA LITERACY COALITION, INC.,
an Indiana Not-For-Profit Corporation

The preferences, voting power, qualifications, privileged, limitations, and other special rights are set forth in the Articles of Incorporation, and in the By-Laws and the holder thereof by accepting this certificate expressly assents to and agrees to be bound by all of said provisions.

THIS CERTIFIES THAT *Lowell Public Library* is a general member of NORTHWEST INDIANA LITERACY COALITION, INC.

IN WITNESS WHEREOF, the said Corporation has caused this Certificate to be signed by its duly authorized officers and sealed with the Seal of the Corporation, this 21st day of October, 1992.

Carol Moore
Carol Moore, President

Sue Harris
Sue Harris, Secretary

(SEAL)

JANUARY REPORT
1993

Susie Dokulil
Literacy Coordinator

Attended the January Meeting of the Adult Learning Center. The meeting was to discuss the party to celebrate the 1000 student graduate. Party plans were cut short due to low attendance of board members to vote on details. Party date was set for April.

Referred two students to the Adult Learning Center. Have not received any referrals in quite some time. Craig and Vanessa reported that they have not had any students that were in need of our program. Student enrollments appear to be slow this time of year in both literacy and ABE programs.

Contacted our township trustees to discuss the program and to see if they knew of anyone who could benefit from our help. All trustees requested new program information. Eagle Creek Trustee expressed interest in the future introduction of computer literacy. Also contacted the South County Community Services Director of Head Start. She will have information avialable to her program users that may need our help.

Created a new brochure for literacy with the addition of basic math tutoring. Mailed several copies to trustees and South County Community Services. Contacted the public service companies to have a line about literacy added to the bottom of their billings. Sent PSA's to WZVN and WJOB.

Held monthy tutor meeting. Introduced the new computer software and discussed the slow recruitment of students this time of year. We also shared tutoring methods and materials. Introduced the new selection of Spanish materials and encourage them to show their students where they are located.

Held special one-on-one meetings with three of the tutors this month. Special needs of the ESL student were discussed. Also two of the tutors attended a workshop with me on the Laubach and Lipson methods of tutoring for ESL students. After the workshop, we met to discuss their feelings about how they felt their students would do with this type of instruction. I also helped a tutor with the problem she may encounter tutoring someone with a disability. (We hope to learn more on this subject when our speaker from Purdue comes to a meeting in March.)

The new literacy advisory board has been formed and the first meeting is set for February. New members are Norma Ruley (library board), Dawn Pelc (South County Community Services), Diana McIntire (At Risk Coordinator for Tri-Creek School Corp.), Mark Gould (principal LHS), Marcia Carlson (Town of Lowell), and Pat Mueller (Globe Industries, INC.) At this time, I am still unable to find someone from the media or from an ABE program. I'm still trying !!

1992

(Coordinator Monthly Report)

Adult Literacy Program

Lowell Public Library, 250 Fremont, Lowell, IN 46356

I Can Read At Last!

SEPTEMBER REPORT

SUSIE DOKULIL
LITERACY COORDINATOR

Researched the "Read Test" that is administered to new students by the coordinator.

Arranged a tutor match with a student whose tutor was unable to travel to Cedar Lake for weekly meetings. Student was placed with a new tutor who joined our program this month. The Lowell tutor was placed with another student.

Went to the Herr and Little farms to deliver donations.

Put posters up around town for the Spelling B held annually at Crown Point.

Held September tutor meeting. Presented some of the new materials. Discussed testing of students, goal setting, and future plans for Literacy. Tutors had mixed emotions on testing students. The tutors wanted to have regular meetings if possible, to discuss and share teaching experiences.

Attended the annual NILC (Northwest Indiana Literacy Coalition) meeting at Lake County Public Library. The speaker was a school teacher who published a book about a teaching method she had developed for a student in her class who was having difficulty learning. She claimed remarkable success with the method. We have her book as a donation to try and report our findings.

Began a special file on Dyslexia to help tutors. Spoke with Patrice Martin (Special Edu. Teacher) at Three Creeks School, to learn about methods and tool that may be used.

Put a line in the Lowell High School newletter about up coming Basic English workshop.

Went to Tri-Town at the St.John community center to watch a student being taught with the Intensive Phonics method.

Referred a GED student to the adult learing center.

Put stories in the Lowell Tribune and the Times looking for tutors.

Up-dated material list.

MARCH REPORT
1993

Susie Dokulil
Literacy Coordinator

This months focus was to be the development of both branch location literacy collections and program promotion. Some of the materials I ordered in February have arrived and are in processing. As per our conversion, I plan to try some of the videos we have here to see if they will be used.

My student and I are continuing to meet 2 day per week for an hour and a half. A work schedule change has reduced our tutoring time by about an hour a week.

I spoke with two groups this month. The first was the Rosary Club at St. Edwards church. The women were quite receptive to the efforts of our program. In the middle of the month, I spoke to the Lady Lions of Shelby. I told them of the expanded programs and new materials that will soon be available at their local branch. I asked for their input on student recruitment. Many expressed that they were unaware of any adults who was unable to read but had concerns for the drop-out student population. They said that they would gladly spread the word about our program.

I attended the "1000 Student Graduate" at the Adult Learning Center. Approximately 50 people attended including the town trustee, a local politician, and numerous other nice folks. A computer was donated by Intell Corporations.

This months advertising consisted of :

--Bilingual radio spot (general program info.)
--Electronic billboard ad for LVA workshop dates
--Workshop posters in eight area business locations

I have also mailed out letters and posters to nine area churches to promote the workshop. The paper also pubished a newsrelease about the easy-to-read and Spanish collection in the library.

Up-dated the Literacy inventory list. Jayne added additional information about the software to assist the tutors in their software selections.

Organized the computer software, licensing agreements, etc., into folders for each computer.

Held second advisory board meeting. They are working on ways to promote the branch locations. Mark Gould will work on the identification of students at risk in the school system.

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Sent off a nomination for "Tutor of the Year" award to the governors voluntary action committee. Abe and I work together gathering information on Lucy Perez a migrant tutor who lives in Griffith and has been involved with out program as well as Vista.

The learning disability workshop with professor Judith Smith was held this month. The information was very well received by all those who attended. We hope to have her back again. I have purchased the video "How Difficult Can This Be?", a depiction of the trials and tribulations of a learning disabled student.

I spoke with someone about the cooperative work with Cargill. She is sending me the packet of information about their programs and Vickie's registration card. She also told me of the plans that Vickie had proposed. I had hopes of some funding help for Chris and her summer reading program. I'm unsure how soon any funding will be avialable.

I mailed out our bi-monthly newsletter to tutors and other literacy providers. NWILC members discussed the importance of being aware what is going on in other programs. Boy is that true!! If only all members would participate.

Attended the special meeting called by the NWILC to meet with a representative of the "Read Indiana" project.

Worked with a tutor on the computer. She came in to learn how to use the new Spanish/English shareware . She loved it and hopes to use it to work with her future ESL students.

APRIL REPORT
1993

Susie Dokulil
Literacy Coordinator

Tutored student twice a week. LD students require extreme patience as progress can be slow and at times regressive. We must work at short intervals and use a variety of materials.

Contacted farm owners to verify our Sunday tutoring sessions. Mr. Herr and Mr. Little agreed that tutoring can continue. They were aware of the new Hispanic Center.

I spoke with Suzanne Larsen from the Baptist church. Preliminary plans are to gather input from the farm workers when they arrive and play-it-by-ear. I have helped to promote the Center by distributing some of their flyers. Some of the workers who have already arrived, are attending the Center even though the opening date isn't until May 15th.On May 11 & 12 we will have our ESL workshop with an additional meeting being held directly after the second day of the workshop. Abe and Maria of VISTA will be here to assist with any additional questions. Suzanne will also be here to represent the Center.

A new ESL student was added this month. We believe that that number would be two however one student has yet to make a meeting with Dorothy.

As you are already aware, some of our new ESL students have become regular library users. The library staff has been wonderful with them. I believe that they feel very at home here.

I have been ordering some new materials. I have added some new video programs both for reading and ESL students. I have leased some new software on a trial basis. I am not pleased with all of it. Many of the programs are not user friendly and will not be used.

Our Basic English workshop was held this month. We have added three new tutors. One of our ESL tutors also attended along with Jayne who is also now trained.

Promotions for the month consisted of the bi-lingual radio spot (also reported last month but it actually ran in April), posters for the workshop, posters for the Center, psa's, and two news releases. Marlene also did a story on Lucy Perez, our nomination for Volunteer of the Year.

I attended a teleconference at Lake County Library.(This was our April meeting.) This was the second part of a series on Juvenile and Adult Literacy Techniques. The program actually had stronger emphasis on correctional facilities

Spoke on the phone with three potential migrant tutors. One of them is already tutoring at a different farm through the East Chicago Hispanic Center. There are no classes available

at this time in her area. She was referred to Lake County due to her work schedule that would not allow her to attend our workshop.

I did not hold a tutor meeting or an advisory board meeting this month. The tutor meeting was a no-show and the advisory board was a cancellation. Our next meeting is scheduled for May 19th. I have spoken with Dawn Pelc about a working relationship between Head Start moms and the literacy program. We hope to do some preliminary planning for the fall season when school begins again.

I ordered some additional diskettes so I could finish backing-up the last two computers.

I attended a meeting at the adult learning center. They are planning a yard sale fund raiser for May 6 & 7 to cover the summer wages of his assistant and to purchase new software.

(Publicity)

Adult Literacy Program

Lowell Public Library, 250 Fremont, Lowell, IN 46356

March 17, 1993

Dear Religious Leader:

The Lowell Public Library is sponsoring a tutor training workshop from 9 AM to 3 PM on April 5 & 6 at the library, 250 N. Fremont Street. The training is free and will prepare a volunteer to help another individual learn to read.

We need volunteers to help teach other adults to read. We believe there are people in your parish or congregation who might want to volunteer for this worthwhile and rewarding service. We ask that you include an announcement of the upcoming tutor training session in your bulletin or mention the session in your announcements. You could also post the poster that is included with this letter somewhere your parishioners would see it.

An adult who has been unable to learn to read is carrying a heavy burden and must be treated with great compassion. Word of mouth from friend and family can be all that is needed to get help for those who might otherwise be reluctant to seek it out.

Community support is valuable to our program. Please lend a hand. If you have any questions about the workshop or literacy efforts in this area, please contact me at the Lowell Public Library at 696-7707.

Sincerely,

Susie Dokulil

Susie Dokulil
Literacy Coordinator

Help Teach Others To Read!

Tutor Training Workshop
April 5 & 6
9:00 a.m.-3:00 p.m.

contact:
The Lowell Public Library
696-7707

The Spirit of the Lord God is upon me, because the Lord has anointed me to bring good tidings to the afflicted; he has sent me to bind up the broken-hearted, to proclaim liberty to the captives, and the opening of the prison to those who are bound.

- Isaiah 61:1-

There are many forms of oppression in this world. Illiteracy is one of them. Those of us who learned to read as children can never fully understand the frustration of being an illiterate adult. Nor are we aware of how many people have this problem. They don't want us to know. They feel it would set them apart, when what they want most is to belong.

A non-reading adult may find it difficult to hold a job, help children with school work, understand recipes, read labels, write letters, fill out forms, vote, and keep from being cheated. Inability to read can also prevent adult non-readers from participating in Bible study groups, church leadership roles and hymn singing.

The prisons which hold people captive are not always visible. The gift of literacy is a gift of freedom. Free the spirit of another person - enable them to read.

(Publicity)

Adult Literacy Program

Lowell Public Library, 250 Fremont, Lowell, IN 46356

January 18,1993

WJOB
Radio Station
6405 Olcott Ave.
Hammond, IN

Dear Sirs:

The Lowell Adult Literacy Program is a federally funded program that seeks out and assist that part of our population who need to improve their reading, writing, or math skills.

We appreciate your cooperation in helping publicize our program through the use of your Public Service Announcements.

Attached are our announcements to be read when air time is available.

If you have any questions, I will be glad to answer them. Call 696-7707 and ask for Susie.

Thank you for you assistance. Hearing only one announcement could change the course of someone's life forever.

Sincerely,

Susie Dokulil

Susie Dokulil
Literacy Coordinator

Adult Literacy Program

Lowell Public Library, 250 Fremont, Lowell, IN 46356

For further information contact:
Susie Dokulil, Literacy Coordinator
Telephone 696-7707

Twenty-three million American adults cannot read well enough to follow directions, fill out a job application or read to their own children.

If you, or someone you know, has a reading problem or needs help with basic math skills, contact the Lowell Public Library at 696-7707.

We have tutors trained and ready to help you. This tutoring is free and is completely confidential.

Again, the number is 696-7707 or stop by the library at 250 North Fremont Street in Lowell.

****

One out of five American adults cannot read.

If you, or someone you know has a reading problem, help is available.

The library has tutors trained to help adults learn to read, improve their reading ability, or get help with basic math skills. Each tutor works on an individual basis with the student and there is no charge.

The phone number is 696-7707 or stop by the library at 250 North Fremont Street.

All requests for information or help are kept in confidence.

Again, the number is 696-7707.

This phone call could change your life.

****

Attention Adults! If you are the one out of five American adults who cannot read, help is available.

The Lowell Public Library has tutors specially trained to teach adults to read or assist a student with basic math skills. There is no cost for the program and it's completely confidential.

Call the library at 696-7707 for further information or stop by at 250 North Fremont Street. 696-7707 could be the number that will change your life.

Adult Literacy Program

Lowell Public Library, 250 Fremont, Lowell, IN 46356

****

Are you the one out of five American adults who cannot read? Would you like to improve your reading ability or need help with basic math skills?

Call the Lowell Public Library at 696-7707. We have tutors trained and ready to help you. There is no cost for this program and it's completely confidential.

Call the library at 696-7707 or stop by 250 North Fremont Street for further information on becoming a better reader.

News release

February 15, 1993
For more information contact:
Susie Dokulil, Literacy
Coordinator

BUILDING A FOUNDATION OF READING

The age of technology with its computer screens, videos, and fax machines has arrived. People no longer rely on only one source of media to gather daily news and information.

However, this doesn't mean that we no longer need to read. Reading is the foundation for survival skills in today's information-based economy. Reading is not second nature, like taking a breath, but a learned behavior.

One of the most rewarding experiences we can share with others is the joy of reading. The volunteer tutors at the Lowell Adult Literacy Program know this better than most. They open new doors in work and personal life by unraveling the confusion so many adults face because of the inability to read. They help to build that vital foundation for other kinds of learning.

The program's free confidential help is offered to anyone 16 years and older. If you know an adult who needs help because of low reading ability or if you would like to be a part of the enriching experience of tutoring, call the Lowell Public Library at 696-7707.

(Tutor Monthly Report)

Exhibit XV

Month January Year 93

LOWELL PUBLIC LIBRARY

LITERACY PROGRAM

TUTOR'S MONTHLY REORT

(Please fill out one for each student)

Tutor's name ~~Nick~~ JOANNE

Student's first name NICK

Current reading level of student (Please circle one)

0 1 2 3 4 5 ?

Number of grade level(s) student has advanced this month _____

No. of hours spent with student this month 6 1/2

(Please mark only if test given this month*. Put NA if test not given)

Objective achieved (date) Filled papers for last mail, practiced "a" "an" "is" "are"

Comments: Learned how to use VCR at library, practiced asking if he could use the TV in the conference room.

I think that Nick feels comfortable in the library. over

Materials used: English Facil para todos, Beginning lessons in English, VCR TAPE - BASIC ENGLISH -

*Students should be tested every 3 months.

STAFF USE

BE Date Began _____ Referred to ABE/GED _____

ESL Date Withdrew _____ Referred from ABE/GED _____

MIG Date Achieved Goal _____ Referred to _____

Referred from _____

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(Tutor Monthly Report)

Month JUNE Year 1993

LOWELL PUBLIC LIBRARY

LITERACY PROGRAM

TUTOR'S MONTHLY REPORT

(Please fill out one for each student)

Tutor's Name DIANE

Student's first name CIELO

Current reading level of student (Please circle one)

0 1 2 3 4 5 ? College -

Number of grade level(s) student has advanced this month N/A

No. of hours spent with student this month 3

(Please mark only if test given this month*. Put NA if test not given)

Objective achieved (date) N/A

Comments: CIELO IS A MORE ADVANCED ESL STUDENT. HE BASICALLY NEEDS TO SPEAK ENGLISH EVERYDAY. WE'VE COVERED THE VERB TO BE, PRONOUNS, CONTRACTIONS, NEGATIVE CONTRACTIONS AND STATEMENTS

Materials used: A VIDEO AIDED INSTRUCTION - BASIC ENGLISH AS A SECOND LANGUAGE. ANSWER BOOK - REAL-LIFE ENGLISH. PICTURES, CALENDARS, RULER, BOOKS ETC.

*Students should be tested every 3 months.

STAFF USE

BE

ESL

MIG

Date Began_____

Date Withdrew_____

Date Achieved Goal_____

Referred to ABE/GED_____

Referred from ABE/GED

Referred to_____

Referred from_____

BEST COPY AVAILABLE

(Tutor Monthly Report)

Month July Year 1993

LOWELL PUBLIC LIBRARY

LITERACY PROGRAM

TUTOR'S MONTHLY REPORT

(Please fill out one for each student)

Tutor's Name Colleen

Student's first name Roger

Current reading level of student (Please circle one)

0 1 2 3 4 5 7

Number of grade level(s) student has advanced this month Same

No. of hours spent with student this month 4

(Please mark only if test given this month*. Put NA if test not given)

Objective achieved (date) NA

Comments: We still read LaMour books and he is reading better. We have just started Breakthroughs in Critical Reading Skills. I like it a lot better than Challenge which was too easy for Roger. This book is more of a workbook. I think this book will help Roger a lot.

Materials used:

*Students should be tested every 3 months.

STAFF USE

BE

ESL

MIG

Date Began

Date Withdrew

Date Achieved Goal

Referred to ABE/GED

Referred from ABE/GED

Referred to

Referred from

BEST COPY AVAILABLE

Adults Learn To Read

How Can I Get Started?

...Students must be 16 years or older.
...Call or come to the library to arrange for a tutor/ student meeting.

What Will It Cost?

...The program is free!

I'm A Little Apprehensive....

Our tutors are caring volunteers dedicated to helping other achieve their goals. All tutors and students are carefully matched to make the tutoring sessions mutually rewarding experiences with the ultimate goal of reading in mind.
Students names are kept confidential.

When Can I Meet With Someone?

Flexible tutoring times can be arranged.
Tutors and students meet for one or two hours a week.

Tutors Needed

I Would Like To Become A Tutor

Call 696-7704 and sign-up for our next workshop.

YOU'RE NEVER TOO OLD!

One-hundred-year-old David Eugene Ray has been a hard worker all his life. His story, like many, is the tale of foregone school years spent working and raising a family. Mr. Ray thought he'd never learn to read 'til he revealed his secret while living in a nursing home in Tennessee. The staff enlisted the help of a local literacy provider and Mr. Ray was placed with a tutor. "Learning to read is real hard but I want to be able to read just about anything," said Mr. Ray. "Newspapers to know what's goin' on and the Bible"
Mr. Ray was pictured in Life magazine proudly clutching his first reader...the book that changed his life forever!

This program is made possible through a grant by the Library Service and Construction Act, Title VI, in the amount of $34,712.00 with in-house matching of $14,455.00.

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The Lowell Adult Literacy Program

we are opening doors.....

The
Lowell Public Library
250 N. Fremont
Lowell, IN

696-7707

ADULTS ARE LEARNING TO READ ....

The Literacy Problem

Non-readers exist in nearly all communities. They can be businessmen, housewives, truck drivers, or nurses aides. A non-reader can be any age and any ethnic background.

Illiteracy costs billions of dollars a year in lost productivity. The non-reader suffers lost job opportunities, voting privileges, and numerous personal successes.

Unless We Reverse the Trend...

by the year 2000,
2 out of 3 American adults
will be functionally illiterate.

at the Lowell Public Library

How Our Literacy Program Is Helping

The Adult Literacy Program understands that it takes great courage to give learning a second chance.

With the one-on-one guidance of trained tutors, adults are learning to read.

Tutors work in the casual, friendly surroundings of the library using a variety of successful teaching materials.

The Adult Literacy Program has assisted over 150 adult non-readers since 1987.

English-As-A-Second-Language

Some students may be non-English speaking adults who want to learn to speak, read, and write in English.

Trained ESL tutors, who are not required to speak a second language, work to quickly teach survival English skills to adult foreign speakers.

English-As-A-Second-Language students have found that new materials like the bar-coded workbooks and the speech synthesized computer programs, are useful tools in learning the sound of the spoken English language.

ESL STUDENTS

THE LITERACY LETTER

July 1993

**What the mind can conceive and believe...
the mind can achieve**

Self-esteem, the way we feel about ourselves, is the focus of this month's letter. It is the most important characteristic of our personality. It can affect how we act, how we relate to others, and what we achieve.

A good track record of learning successes helps to build self-esteem and confidence to pursue new ventures.

The nonreader that has had poor learning experiences, may harbor a multitude of failures that are destroying his self-esteem and his desire to forge ahead. He may perceive himself as stupid and unable to learn while all the time possessing superior degrees of intelligence in areas gone unrecognized.

The auto mechanic that can easily assemble a motor without ever reading a book may possess exceptional motor/spatial skills. The salesman, who can communicate with his customers with ease yet is unable to read the newspaper, may excel in interpersonal skills.

This is the corner stone for "Read Indiana". Assessing and acknowledging the nonreader's area of intelligence can help to develop a sense of success....success that fosters confidence ....confidence that raises self-esteem. This can then become the vital first step in self-awareness and renewed self-esteem that will enable the learner to create a path of continued learning.

Like many tutors, I have seen the power created by success and the confidence it creates in a nonreader.

In August, the library literacy program will be conducting its first Read Indiana Training Workshop. In twenty hours, tutors assist students to develop a portfolio of learning successes and develop a blueprint for continued learning. Armed with new confidence, the student may then continue on with the tutor in a Basic Reading Program or be referred to other learning institutions (GED programs or beyond).

This workshop will assist not only the new tutor but also those that have been working successfully with a student. The student and tutor can develop a guide of continued learning whether it be a high school diploma, college courses, or improving his or her work situation. A student may choose to set a path of sharing his new joy of reading with others by volunteering in a school story hour or recording the new experiences that reading has create.

As a tutor myself, I am aware of the problems that learning failures can create for a returning student. By early acknowledgment of skills that the student may possess, the tutor can help build the students confidence and guide him to achieve learning success.

Please plan to attend our Read Indiana workshop coming in August.

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Literacy Up-Dates

----The migrant program continues to move along. Each Sunday two of our tutors travel to the Centro Hispano in Schneider for two hours tutoring sessions. Last Sunday the tutors were joined by a new bi-lingual tutor who will also be offering his help. Tutors are also traveling to the Little farm each Sunday to tutor on the farm.

----At the close of June we had four basic English students, eleven ESL students, and seventeen migrant students working with tutors. Many of our students are receiving additional tutor assistance with matters such as taking the citizenship test and getting to know their new community. Dorothy Tortorici has been a valuable asset to our program for many years. She exemplifies the dedication so many of our tutors demonstrate. Great Job Dorothy!

----After some last minute revisions, the National Literacy Day door-to-door campaign was conducted July 2nd. Five hundred houses were visited in areas of Cedar Lake, Lake Dalecarlia, Schneider, and Shelby.

----The attendance was up at our last tutor meeting. Tutor meetings can serve as a connection to information and a sharing of tutoring experiences. Please take time to attend when your schedules allow.

----The following is a list of addresses and phone numbers where additional assistance for ESL/migrant students may be found.

Catholic Family Services
3616 Elm & Broadway
East Chicago, In
391-8485

Hispanic Ministries
397-2125

Our Lady of Guadeloupe Church
398-0253

Roberto Clemente Center
Debbie Martinez (immunizations)
Mr. Sharp (immigration)
4012 Elm Street
East Chicago, In
391-8485

International Institute
4433 Broadway
Gary, In
980-4636

" Because I had never really read before, I found that I was having trouble reading the small print. A pair of inexpensive reading glasses has really helped."

Sample Lesson

NEW FEATURE

Every other month when you receive your tutor literacy letter, you will find a sample lesson you may like to try with your student. This months lesson focuses on a whole language approach to teaching that has proven successful with adult literacy students. From this writing, the tutor can build numerous additional lessons for phonics, sight words and word associations.

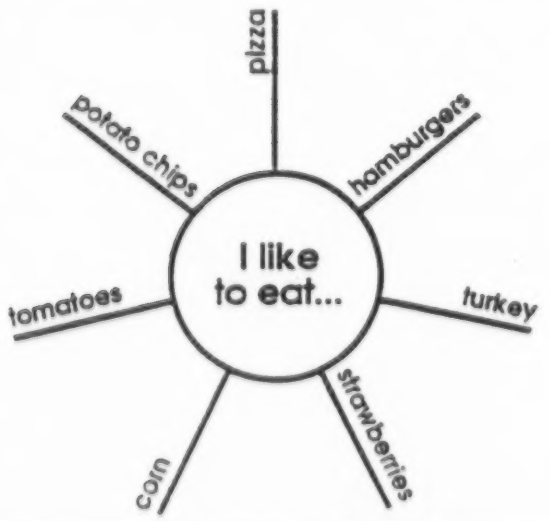
Strategy 27

Guided Writing (Beginning)

Rationale: Allows a beginning level student to experience success with writing

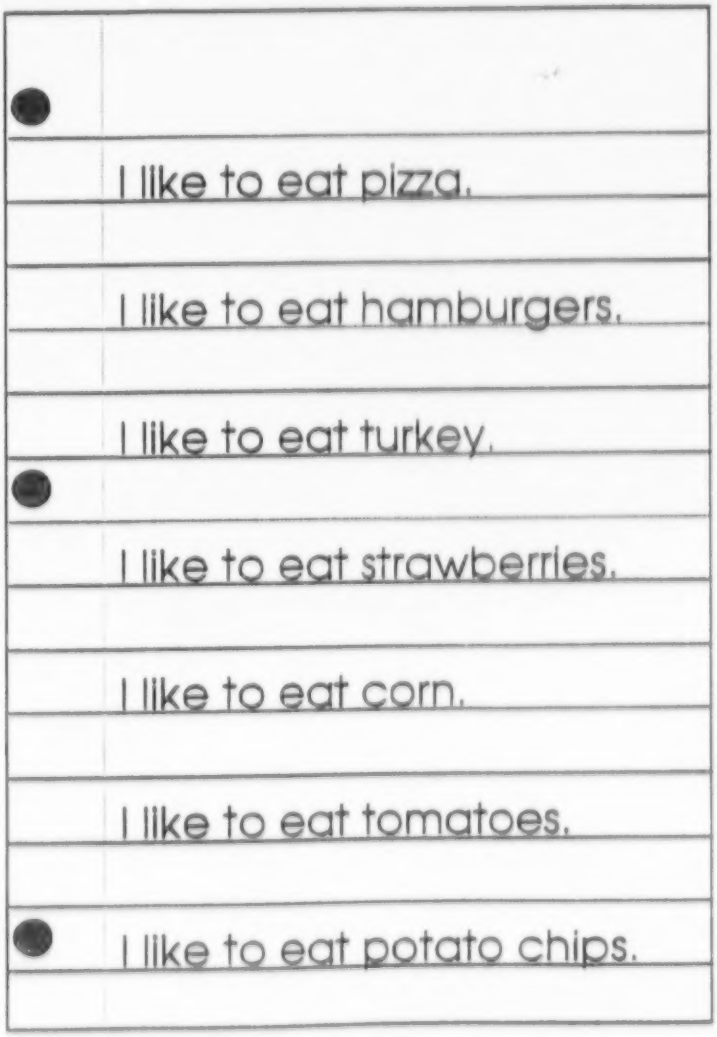
Materials: pencil / pen
paper

Procedure:
1. Student supplies topic.
2. Tutor supplies words or phrases to make a word map.



(over)

3. The student creates text from the map.
4. The student reads the sentences written.


I like to eat pizza.
I like to eat hamburgers.
I like to eat turkey.
I like to eat strawberries.
I like to eat corn.
I like to eat tomatoes.
I like to eat potato chips.

***These lesson strategies can be found in the "Litstart" literacy strategies for adult reading tutors in the tutor resource section.

NEW LITERACY MATERIALS

—**The ESL Teacher's Book of Lists** Eighty practical, classroom tested lists you can reproduce for student use and for help in planning highly effective lessons and activities. (tutor resource)

—**Culturgrams: The Nations Around Us** A summary of the unique customs, values, traditions and lifestyles within a country. (tutor resource)

—**America's Story & America: Su historia** A multi book collection for Spanish/English students (Teachers guide included)

—**Target Spelling** an alternative spelling program for students with special learning needs.

—**Filling Out Forms** We spend a lot of time in our society filling out forms. This tells the tutor how to assist the student in reading, recognizing and filling out a multitude of forms one may encounter. (Teachers guide included.)

**Many new materials are arriving and are in processing. Ask about additional materials for both ESL and Basic Reading students.

REMEMBER!

Use words of praise often.-- Never end on a down note. -- Don't lend false hope.-- Make goals attainable and realistic.--Focus on the positive.

Watch for the
READ INDIANA WORKSHOP
announcement
in August!

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The Literacy Letter

Fall 1993

SPECIAL NEWS FEATURE

"Literacy Partnership Earns State Recognition"

Susie Dokulil, literacy coordnator at the Lowell Public Library, congratulates the Skills Enhancement Program team from Globe Industries in Lowell, led by Pat Mueller, raw materials analyst, and office staffers Diane Hall, purchasing, Sheila Swart, administrative assistant, and Lynn Ruley, receptionist, for the state Literacy Partnership award they received in Indianapolis to salute the company's efforts to encourage its employees to improve their reading skills.

Each fall, a Literacy Recognition reception hosted by the Indiana First Lady Susan Bayh, is held at the Governor's mansion in Indianapolis. Indiana volunteers gather to receive awards for their outstanding efforts in the fight against illiteracy.

In the past years, the Adult Literacy Program at the Lowell Public Library has proudly nominated devoted tutors like past award recipients Dorothy Tortorici, Darlene Roy, and Lucie Mendoza. "This year, the literacy program recognized the efforts of a Literacy Partnership deserving of our acknowledgement and praise. On On Sept. 15, four Globe Industries employees traveled to Indianapolis to receive recognition awards," stated Literary coordinator Susie Dokulil.

"It was very inspirational," said Lynn Ruley of the quartet's attendance at the Indianapolis ceremony. "Some of the literacy students read the essays that won them awards, and they were wonderful."

One winner wrote about friendship, added Ruley, and another sculpted a hand holding a rose to present to Susan Bayh to thank her for her efforts for literacy.

"Some of the students have now become tutors," added Mueller.

Sheila Swart agreed that she felt honored to have the Governor's wife welcome the award winners into her living room and personally recognize their efforts. "I was very impressed by the reception and the importance placed on this program," she said.

In 1989, Globe Industries, Lowell's largest industrial employer, became the first area employer to offer incentive programs for employees seeking educational assistance in a literacy or GED program. Jim Poole, director of Human Resources, formed a volunteer group interested in focusing their efforts on literacy in the workplace.

Pat Mueller, the company's raw materials analyst, immediately became the company contact for the literacy program. "Pat had long been recognized by fellow employees as the one involved in anything from PTA to band boosters," noted Dokulil. "I like to see people and companies get involved in things that can benefit others," she said. "I believe Globe is doing just that."

Mueller ensures that employees are continually aware of the assistance available to them by posting bulletins, recruiting thru the company newsletter, and working with the company personnel department. Tutoring hours of Globe employees are reported to by Dokulil, the library Literacy Coordinator, and Mueller reports them to the incentive program. A $7.50 merchandise coupon is issued to each employee per each 4 hours of literacy assistance. In the first three years, the program has assisted six low-level readers and two students seeking their GED.

This year Mueller has taken her literacy involvement one step further by joining the advisory board of the Lowell Adult Literacy Program, added Dokulil.

"The Lowell Library Adult Literacy Program is proud of each and every one of its volunteers and the wonderful work they are doing. Globe Industries and employees like Pat Mueller deserve special praise for leading the way we hope others will follow," Dokulil said.

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GRANT MONEY RECEIVED

The Adult Literacy Program officially received welcome news of renewed funding for the new fiscal year beginning October 1, 1993. The Library Services and Construction Act Title VI grant in the amount of $34, 939 will fund an expanded literacy program that will serve students' needs for basic reading, writing, math, English-As-A-Second-Language, and computer skills.

The new library facility will house additional computers in three study room areas. Instructors will take students through the basic components of the computer and simple word processing operations. This is intended as merely an introduction to computer technology for students lacking basic computer literacy. Tutorials will be available for students who wish to pursue additional computer training.

The program has also begun ground work on a family literacy project that will become a part of future library's children's story times. Parents will be encouraged to attend scheduled workshops promoting the importance of family reading and learning activities which foster a child's continued reading success. A pilot program will take place in October for parents of pre-school children enrolled in the Head Start program.

Through renewed and expanded literacy partnerships, the program will work collectively with local schools, workplace literacy, and school readiness programs.

THE MOVE GETS CLOSER

Our long awaited move is nearing. Things in the library are starting to look a little unusual. Furniture has disappeared and boxes seem to be everywhere. Literacy materials are scattered to the four corners. What's a tutor to do???

If you're having problems locating materials, please feel free to reach out for help. New materials are continually coming in with no place to put them. Select new materials will continue to be featured in our newsletter.

For the next few weeks, tutors may need additional assistance with material suggestions, selections, and locations. Please feel free to ask for assistance both now and in the future if you're experiencing problems.

Sample Lesson:

The sample lesson (white insert page) for this month is supplied from the Everyday Spelling Workbook in literacy's spelling and phonics section. Answer are provided below:

bag, mouth, door, tape, five, vine, goat, wash, flask, rush, rod, nail, file, young, cheek, those, judge, gem, kick, cage, price, goose, bridge, fox, scarf, sketch, blind, vase, choir, phrase, chef, guest, breathe.

a large splash, carve stone, first street, which witch

ate, late,plate, ill, kill, skill, our, sour, scour, ace, pace, space, oil, soil, spoil, ray, pray, spray, raw, straw, cool, school, home, chrome, case, lease, please, bug, bulge, oat, coat, coast, too, tool, stool, ant,pant , plant

LESSON ELEVEN

SUMMARY OF CONSONANTS

1. Listen to these words and phrases. Write the missing letters.

__a__ __ou__ __oo__ __a_e __i_e

_i_e _oa_ _a_ _a_ _u_

_o_ _ai_ _i_e _ou_ _ee_

_o_e _u_ _e_ _i_ _a_e

_i_e _oo_ _i_ _o_ _a_

_e_ _i_ _a_ ✱ _oi_ ✱ _a_

✱ _e_ ✱ _e_ ✱ _ea_

a _a_ _a_ _a_ _o_e

_i_ _ee_ _i_ _i_

✱ 2. *Clues:* Use the vowels in parentheses for each group of clues. For each word, add one or two consonant letters to the previous word. Add final e if necessary.

(a-e)

past form of *eat:* a t e

not on time: l a t e

a dish: p l a t e

(ou)

belonging to us: — — —

the taste of a lemon: — — — —

✱ to clean and polish: — — — — —

(oi)

liquid for cooking: — — —

dirt, earth: — — — —

✱ to ruin: — — — — —

(aw)

uncooked: — — —

✱ dried grass: — — — — —

(o-e)

a house: — — — —

✱ shiny metal of a car: — — — — — —

(u)

an insect: b u g

✱ a part that swells out: b u l g e

(oo)

also: — — —

a hammer or saw: — — — —

a backless chair: — — — — —

(i)

sick: — — —

to murder: — — — —

ability: — — — — —

(a-e)

a playing card: — — —

✱ a step; rate of speed: — — — —

area of the moon and stars: — — — — —

(ay)

a narrow line of light: — — —

to worship: — — — —

✱ tiny drops of liquid: — — — — —

(oe)

not warm: — — — —

a place for education: — — — — — —

(ea)

✱ state of comfort: — — — —

✱ a rental agreement: — — — — —

polite expression: — — — — — —

(oa)

✱ a cereal grain: — — —

a jacket: — — — —

the shoreline: — — — — —

(a)

a crawling insect: — — —

✱ to breathe hard and quickly: — — — —

a tree or flower: — — — — —

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PROGRAM CALENDAR

---October 7 & 14th Lowell Library & Head Start present "Parents: The Child's First Teacher" This is an interactive program involving parents of Head Start pre-schooler.

---October 13th Monthly Advisory Board Meeting Time: 6:30-7:30 PM at the library.

---October 20th Monthly Tutor Meeting Time: 6:30-7:30 at the library.

---October 23 & 30th Basic Tutor Training Workshop at the Adult Learning Center located in the old fire house across from the library. Times are from 9 am - 4 PM with a one hour lunch break. Mary Clare will be the LVA trainer. Call to pre-register

---October 23 & 30th English-As-A-Second-Language Training Workshop conducted at Lake County Public Library. Call to pre-register

---November 7th New Library Dedication and Open House

---November 13 & 20th Basic Tutor Training Workshop conducted at Lake County Public Library. Call to pre-register.

Special Thanks

I would like to send out a very special thanks to all of you that have worked so hard to make our program the wonderful success it has become. In the past grant year, over 650 tutoring hours were reported. Our program grew to serve over 40 new and continuing students with reading, writing, math, and language assistance. A total of 39 volunteers expanded their tutoring knowledge by attending numerous workshop held throughout the year.

Many of you became involved in literacy efforts that took you beyond tutoring. With the welcome help of volunteers, our program has been able to reach a new audience of Head Start families who statistically report low literacy levels. I could not have survived the complexities of the computer without the assistance of one very knowledgeable tutor who answers a multitude of questions.

Program development was brainstormed, plotted and executed with the support and nurturing of our new eight member advisory board while wonderful new relationships were fostered between agencies.

Your donation of time and effort is a constant reminder of all that is good in our world. Please except my heartfelt thanks on behalf of the Lowell Adult Literacy Program and the community of students you have helped so generously along the way.

Susie